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ABSTRACT

The College of Education at the University of Wisconsin-Whitewater and the Milwaukee Public Schools collaborated on a series of 2 1/2-day resident camp outdoor education programs. Three to five university students were assigned to a camp period and received pre-camp orientation by the program directors. The students taught, counseled, and supervised as the program required. Post-camp activities included class discussion regarding the merit of teaching methods observed and utilized, the characteristics and capabilities of children, expectations of cultural groups, outcomes of learning experiences, and camp organization and administration. (Evaluation materials are included.) (MJM)

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ED 074038

UNIVERSITY OF WISCONSIN-WHITEWATER

COOPERATIVE PROGRAMMING OF LEARNING EXPERIENCES THROUGH OUTDOOR-ENVIRONMENTAL EDUCATION

SUBMITTED IN COOPERATION WITH

MILWAUKEE PUBLIC SCHOOLS

SP 006 214

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SUMMARY OF PROGRAM

In an effort to effect increased practicum experiences for students in the elementary curriculum minoring in Outdoor Education, and to reduce the pupil-teacher ratio in the public schools, the College of Education, University of Wisconsin-Whitewater and the Milwaukee Public Schools collaborated on a series of two and one-half day resident camp outdoor education programs initiated during the school year 1966-67.

Two sets of objectives have been met by the cooperative effort — those of the University and those of the Milwaukee Public Schools. The University has been able to provide laboratory experiences for the college students which creates opportunities for them:

1. To observe and to evaluate children's individual abilities and cultural expectations
2. To determine their ability to work with children under unique circumstances
3. To assess their committment to teach as a life's work
4. To test their competencies for teaching
5. To observe and evaluate teaching methods, typical outdoor education program activities, resident camp administration and resident camp teaching sites.

The Milwaukee School District has been able to reduce the pupil-teacher ratio to an acceptable level as a result of the cooperative program. Camp management has significantly improved. The assistance in teaching responsibilities has been an asset to the instructional program. The inter-personal relationship between the children and the young adults has become an encampment highlight.

Coordination costs are individually budgeted by the participating institutions with the Milwaukee Schools paying transportation and encampment costs.

Evaluations by the students, Milwaukee teachers, and administrators are utilized to measure subjectively the fulfillment of objectives. Although evaluating techniques lack refinement, common agreement serves to sufficiently identify the objectives to be realistic and attainable, significantly benefiting both institutions.

OBJECTIVES

Two sets of objectives have been met by the program — those of the University and those of the Milwaukee Public Schools. The University has been able to provide laboratory experiences for the college student which create opportunities for him:

1. To observe and to evaluate children's individual abilities and cultural expectations
2. To determine his ability to work with children under unique circumstances
3. To assess his committment to teaching as a life's work
4. To test his competencies for teaching
5. To observe and evaluate teaching methods, typical outdoor education program activities, resident camp administration and resident camp teaching sites.

In turn, the school system has been able to provide opportunities for the children:

1. To enjoy school camping as an experience in cooperative living out-of-doors
2. To learn to live democratically in the out-of-doors

3. To develop skills and abilities for healthful living
4. To develop aesthetic values
5. To develop desirable interests for wise use of leisure time
6. To improve abilities to locate and solve problems

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

Based upon the principle that cooperative programs should be designed to fulfill equally critical needs, the Department of Health, Physical Education, and Recreation-Men; College of Education; University of Wisconsin-Whitewater and the Milwaukee Public Schools established an agreement to utilize elementary education majors minoring in Outdoor Education to serve as counselor-teachers in the resident camp program.

The Milwaukee system provides twelve camp periods of two and one-half day sessions each. Three to five University students are assigned to one of these camp periods and receive a pre-camp orientation by the program directors who identify their responsibilities and familiarize them with the camp program and administration. They are picked up by the Milwaukee busses enroute to the camp site and returned in like manner. At the camp, students teach as their skills and experience qualify them; counsel, as the situations demand; and supervise, as the camp programs require.

Post-encampment activities include class discussions regarding the merit of teaching methods observed and utilized, the characteristics and capabilities of children, expectations of cultural groups, outcomes of learning experiences, and camp organization and administration.

Because the Milwaukee children express a genuine fondness for the young adults, who provide a contact with authority in a non-threatening environment, University students are encouraged to maintain communications with them.

Other post-encampment activities include evaluation of the cooperative program by coordinators from both institutions. The Milwaukee teachers are requested to evaluate the performances of the University students to establish further criteria for program improvement.

PERSONNEL INVOLVED

The Coordinator of Outdoor Education, who also teaches the courses in Outdoor Education, and the Director of Community Services, Milwaukee Public Schools and his Camp Directors coordinate the program.

Teachers of the school system perform the role of cooperating teachers only as it serves to aid the students in their performances.

BUDGET

The Milwaukee Public School system pays all transportation and encampment costs for the participating students. Coordination costs of the program are sustained by administrative budgets of the institutions involved.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

The significance of the program in improving teacher education lies in its design which requires students to serve in the role of a teacher fulfilling the responsibilities which are critical to the effective administration of an established resident outdoor education program. The students are predominantly sophomores. Hence these prospective teachers are provided an opportunity early in their professional preparation to test their committment to teach, evaluate their ability to relate with children, identify their grade level teaching pre-

ference, and observe how the outdoor setting enlarges the learning potentials through direct experiences.

In that many of the Milwaukee Public Schools participating in the program are from the central core, many students are introduced to culturally deprived children for the first time. The relations with these children early in teacher preparation can be instrumental in establishing committments to teach in the critical area of deprived schools.

In addition to these contributions to teacher preparation generally, the cooperative program should be recognized as only one of several practical experiences provided in the Outdoor-Environmental Education minor. This program is designed to prepare elementary teachers to utilize the multi-classroom approach to extend and enrich the learning experiences inherent in the elementary curriculum.

EVALUATION

The Outdoor Education minor has been designed to broaden the preparation of Elementary Education majors. Therefore, learning experiences are sought which are complementary to the typical preparation of teachers as well as those which are unique in learning to utilize teaching sites outside the classroom.

The university students are unanimous in their agreement that the encampment experience makes a significant contribution to their preparation. The predominant reaction, after a two and one-half day experience in a leadership role as a teacher, affirms their committment to teach at the previously chosen grade level. Occasionally, however, students gain new insights which lead them to reconsider grade level choices or re-evaluate their decision to teach. The latter is assumed likewise to be a responsibility of teacher preparation programs.

The students evaluate the program to be beneficial in their preparation because it:

1. Provides extended contact with children early in their teacher-training
2. Provides an opportunity to test their preference and competencies for teaching in an outdoor setting
3. Provides an opportunity to evaluate their committment to teach and helps identify their grade level preference
4. Provides a variety of teaching methods to observe, analyze and evaluate
5. Provides an opportunity to become familiar with camp programs, administration and outdoor teaching sites.

Justification of the cooperative program is subjectively measured through:

1. Follow-up conferences between the coordinators at the University of Wisconsin-Whitewater and the Milwaukee Schools
2. Verbal and written evaluation of the university students
3. Verbal and written evaluations by participating teachers and administrators from the Milwaukee schools.

The benefits here-to-fore identified by the university students is submitted as qualified evidence of the worth of the program in view of the needs in teacher education.

The Milwaukee Public Schools justifies the cooperative program because it:

1. Provides counselor-teacher assistance which is critical to the administration of the program
2. Provides a means to reduce the pupil-teacher ratio
3. Provides guidance leading to inter-personal relationships highly desirable in the educational process.

APPENDICES

APPENDIX A

OUTDOOR-ENVIRONMENTAL EDUCATION MINOR PROGRAM

OUTDOOR-ENVIRONMENTAL EDUCATION MINOR
University of Wisconsin-Whitewater

PURPOSE

TO EXTEND THE PROFESSIONAL PREPARATION OF ELEMENTARY TEACHERS BY ENABLING THEM TO UTILIZE TEACHING SITES OUTSIDE THE SCHOOL TO FURTHER ENRICH THE LEARNING EXPERIENCES OF THE ELEMENTARY CURRICULUM. TO PROVIDE TEACHER PREPARATION EXPERIENCES IN LEADING PROGRAMS IN SOUTH-EASTERN WISCONSIN.

OUTDOOR-ENVIRONMENTAL EDUCATION CURRICULUM

		Credit
Environmental Emphasis 14-15 credit hours		
19214	Ecology of Man	3
*80230	Survey of Outdoor-Environmental Education	3
**80434	Teaching of Outdoor-Environmental Education	2
80436	Organization & Administration of Outdoor-Environmental Ed.	2
***80438	Practicum in Outdoor-Environmental Education	2
	Electives	2-3
Leisure Emphasis 7-8 credit hours		
80232	Dimensions of Leisure in Education	2
79391	Camp Leadership	2
	Electives	3-4
Proficiency		
79281	First Aid (or Red Cross Certification)	1

*The program described in this report is a requirement of this course providing early professional preparation experiences (Note "Program Scheduling")

**Students in this course are provided their second practical experience through planning and teaching the University's Campus School resident outdoor program.

***Students in this course will serve as teacher aides in conducting outdoor education programs in the local school system.

PROGRAM SCHEDULING

The courses are scheduled to coinc[illegible]e with the required elementary curriculum requirements. Practice teaching [illegible] not required, however, field experiences are provided.

It is suggested that you register for 80230, Survey of Outdoor-Environmental Education no later than the second semester of your sophomore year to facilitate completion of the program.

APPENDIX C

EVALUATIVE DOCUMENTS

Roy Swenson - Coordinator of Community Resources

Mr. Perschon
Mr. Ordinans - Camp Directors

Miss Williams
Mr. Holty - Teachers
Mr. Burk

Karol Miller - Student Report on Encampment Experience

milwaukee public schools

DIVISION OF CURRICULUM
AND INSTRUCTION
November 15, 1971
administration building
5225 west vliet st: p.o. drawer 10k
milwaukee, wisconsin 53201
area 414:476-3670

Dr. Homer J. Englund
Whitewater University
Whitewater, WI

Dear Dr. Englund:

A college of education which provides students who 'think they want to teach' with a real live teaching experience early in his or her training is doing a great service to the student as well as the community.

We are pleased to relate that the teaching assistance provided by your students during our twelve outdoor education encampments at Camp Upham Woods has been a highlight in our educational program.

Their eagerness to become active participants immediately upon arrival at camp speaks well for your in-classroom preparation. These students contribute much to these outdoor class sessions from an academic standpoint.

We have also noticed fine big sister or big brother-child relationships developing at camp. It was not uncommon to see girls emulating their "big sister" or for a small boy to say, with pride, "He's my cabin counselor" when referring to his "adopted" big brother.

We would now like to followup by having your students visit the classes which attended or to have our representatives attend one of your classroom sessions to get a feedback and answer questions your students might raise.

Enclosed are comments from several of our "key" camp personnel.

We will be anxious to learn at your earliest convenience whether or not a similar cooperative arrangement can be made for next year.

Sincerely,

Roy Swenson

Roy Swenson, Coordinator
Community Resources

RS/bz

Enc.

milwaukee public schools

DIVISION OF CURRICULUM
AND INSTRUCTION
November 15, 1971
administration building
5225 west vliet st: p.o. drawer 10k
milwaukee, wisconsin 53201
area 414:476-3670

Dr. Homer J. Englund
Whitewater University
Whitewater, WI

Dear Dr. Englund:

This fall, in our conversations at Camp Upham Woods, I mentioned how much we appreciated the Whitewater students assisting us in the camp operation. The students from your class were most cooperative and in most cases went out of their way to help the teachers, students, and camp directors.

It was with the children that they really "hit their stride" and it was obvious that the children really enjoyed their friendship with the university students.

Dr. Englund, thank you for encouraging your class to participate in this environmental education program as presented by the Milwaukee Public Schools. Their assistance was most valuable and greatly appreciated. It is hoped that this fine cooperation can continue in future years.

Sincerely,

Roland A. Perschon
Roland A. Perschon
Interpretive Specialist
Camp Director
RP/bz

Martin Ordinans
Martin Ordinans
Interpretive Specialist
Camp Director

milwaukee public schools

WILLIAM CULLEN BRYANT SCHOOL

8718 west thurston avenue
milwaukee, wisconsin 53225
area 414:464-9010

December 2, 1970

Mr. Roy Swenson, Coordinator
Community Resources
Milwaukee Public Schools
MPO Drawer 10K
Milwaukee, Wisconsin

Dear Mr. Swenson,

Two fifth grade classes of Bryant School went camping at Camp Upham Woods on September 28-30, 1970. The following three Whitewater students were an important part of the camp staff: Miss Carolyn Kmett, Linda Martin, and Pam Zebrasky.

We found the three students to be very personable, and quickly developed excellent rapport with the children. The fifth grade girls especially developed a warm identification with them. It wasn't often that they weren't walking and talking with groups of children during free periods. They mixed and joined in the games, singing and other informal activities.

Miss Williams appreciated the assistance of the three students in her cabin at night. They were often in charge of groups during various tasks.

Carol, Linda, and Pam enjoyed assisting with classes on the first day, and expressed an enthusiastic desire to teach classes. All three did an excellent job teaching boat skills, survival, and archery. On the following days they were very helpful on the cookouts, island hike, and the Crandall Forest hike. They were invaluable to the staff, in the complete confidence we had in their abilities, which allowed all staff members to become familiar with all of the camp experiences.

It was apparent that the students enjoyed the camping experience immensely, and perhaps one of their fondest memories will be the warm good-byes with the children when we "dropped them off" on the way home.

We feel the use of Whitewater students at future camp experiences will be mutually appreciated by <u>all</u> camp staff members.

Sincerely,

Carole Williams
Teacher

Gustav Holtz
Teacher

Glen G Burk
Glen G. Burk
Assistant Principal

GB/ms

CAMP UPHAM EXPERIENCE

by

Karol Miller

for

Survey in Outdoor Education

Dr. Englund

Camp Upham was the most rewarding three days I have ever known. I cannot begin to relate all that I learned from it, but I can start by saying it wasn't an easy, relaxing three days. From the time the ol' bell sounded, which was at 7:00 A.M., to the time lights were supposed to be out, 10:15 P.M., neither I nor the rest of the teachers were even able to catch our breath. Besides the long day of teaching, there was learning to be done, and questions to be answered. There was also singing, minor crises, some reprimanding, and last but not least much walking and climbing.

As I approached the bus which consisted of all Black children, I felt reluctant and the need for more confidence. However as I entered, a warm-glowing feeling from these children began to surround me; a feeling which I have never felt, and probably never will again. I realized then that these children were no different than any others of twelve years and that the confidence I had was sufficient. It seemed to me that these children were eager to become my friend, share in some of my experiences as a teacher, and gain the practical knowledge needed for a well-rounded life. I also knew how very important it was to have such a program available to me now, before my practicing semester.

When I think back as to what I contributed most, I feel it rather small. But I hopefully instilled in them some of my own personal values such as cleanliness, hard work, and discipline; which may help in their general learning and living patterns. Perhaps by guiding their minds, these children will become more enthusiastic toward learning and help themselves to a better education.

From my viewpoint, what I received from the children seems to be far greater than what I inturn gave. Through them I was given the opportunity

to teach as well as live with these children. I learned an equal amount while formally teaching as I did informally teaching within the cabin. I learned also that when I became excited over something, they too reacted in much the same way, but added their individuality and creativity along with it. This was a sign to me that I was getting my thoughts and ideas across to them and that they were beginning to explore and expand their minds to new and different things. I provided the guidelines of which they could deviate to either side. My teaching techniques therefore changed and improved with each new class.

The total camp experience, whether it be my teaching or my learning, stands out as a highlight to me; and one which I will always regard as being worthwhile and tremendously valuable.